



East North Street Academy

1720 East North Street
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	642 Students	
Principal	W.LaVelle McCray	864-355-2900
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Good
2006	Below Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

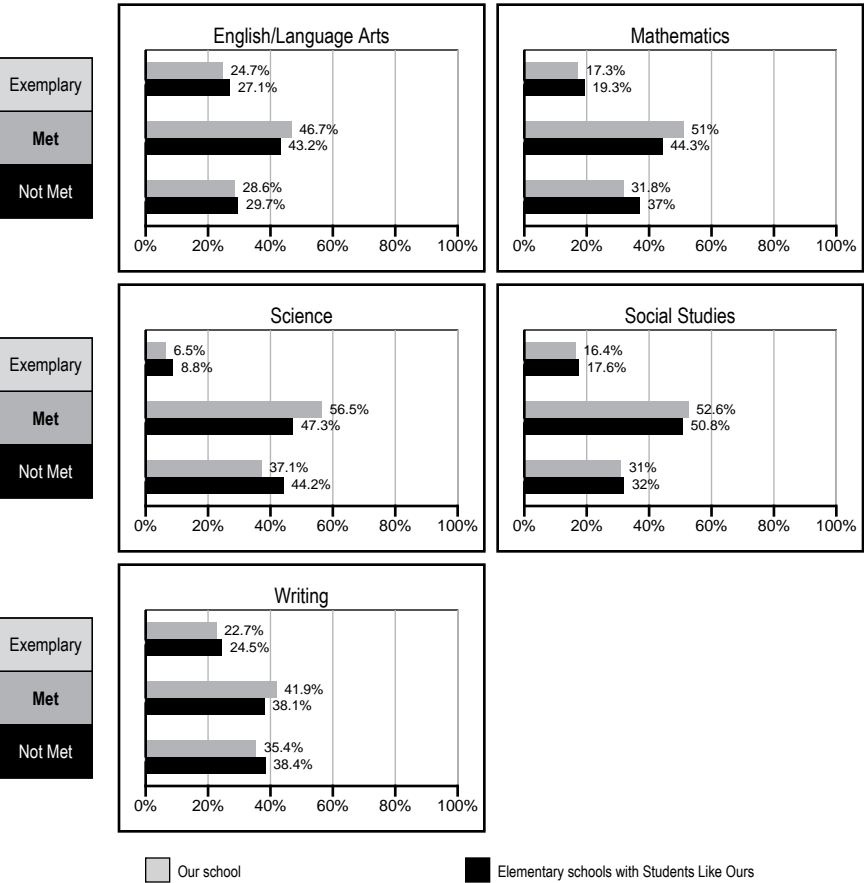
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	84	31	5

* Ratings are calculated with data available by 03/16/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in a meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=642)				
First graders who attended full-day kindergarten	94.7%	Down from 96.8%	100.0%	100.0%
Retention rate	2.5%	Up from 2.0%	2.5%	1.9%
Attendance rate	97.2%	Down from 97.4%	96.0%	96.3%
Eligible for gifted and talented	6.9%	Down from 8.1%	6.0%	10.0%
With disabilities other than speech	11.6%	Down from 13.6%	8.9%	7.7%
Older than usual for grade	1.0%	Up from 0.4%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	53.8%	Up from 48.9%	57.1%	59.4%
Continuing contract teachers	86.5%	Up from 80.9%	76.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.4%	Up from 79.7%	84.8%	85.9%
Teacher attendance rate	94.6%	Down from 94.9%	95.1%	95.1%
Average teacher salary*	\$45,257	Up 3.2%	\$46,012	\$47,149
Professional development days/teacher	8.7 days	Down from 9.6 days	11.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.2 to 1	17.9 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 91.3%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,355	Up 6.2%	\$7,762	\$7,458
Percent of expenditures for instruction**	69.5%	Up from 69.3%	68.0%	68.8%
Percent of expenditures for teacher salaries**	65.6%	Down from 65.7%	61.6%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of East North Street Academy of Mathematics and Science is to provide each student with an exemplary learning environment that is tailored to meet individual educational needs. Our high quality instruction is directly aligned to South Carolina state standards and is enhanced by scientific, research-based curriculum, highly qualified teachers, and state of the art instructional materials. Together with our community supporters and business partnerships, we maintain high expectations for all students and continue to evaluate current practices and research educational programs that have proven to be successful across the state.

Our school goals are consistent with learning expectations outlined in Greenville County School's academic goals. We continue to research best practices in education and offer our students a variety of programs that facilitate their success. We provide after school and summer camp tutorial programs that are designed to provide each student with quality instruction that broadens and extends their knowledge in key academic areas. East North Street Academy of Mathematics and Science is a magnet school for math and science; therefore, our students are afforded a number of opportunities to explore the math and science curriculum. Classroom science instruction is paired with regularly scheduled exploration and discovery opportunities in the science labs. Our mathematics curriculum is further enhanced and extended as students receive additional instruction in our fully-equipped math lab.

East North Street Academy of Mathematics and Science celebrate our learning community with a number of distinguished accomplishments. Most recently, we received the Palmetto Achievement Silver Award in recognition of academic excellence. Our website frequently receives the Webmaster's Choice Award. We are proud to be further distinguished as a "Red Carpet School."

East North Street Academy of Mathematics and Science is committed to achieving excellence and providing a thriving learning community for all students and staff members. We are privileged to have over 100 dedicated faculty and staff members. All of our teachers are highly qualified and a number of teachers hold advanced degrees. Our teachers and support staff work diligently to connect instructional practices in each grade level through vertical and school-wide planning sessions. Numerous professional development opportunities are available throughout the year to support and guide us in achieving academic success for each student. Our students, staff, and stakeholders work together at East North Street Academy of Mathematics and Science, where "Excellence is Expected."

W. LaVelle McCray, Principal
Sharon Norris, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	82	32
Percent satisfied with learning environment	94.6%	81.0%	80.0%
Percent satisfied with social and physical environment	97.3%	79.3%	84.4%
Percent satisfied with school-home relations	75.0%	92.7%	71.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 29 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	307	99.7	26.2	46.6	27.2	83.9	84	82.8	Yes	Yes
Gender										
Male	178	99.4	29.6	40.3	30.2	82.4	80.8	79.3	N/A	N/A
Female	129	100	21.7	55	23.3	85.8	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	59	100	7.7	36.5	55.8	96.2	89.5	89.5	Yes	Yes
African American	177	99.4	25.2	52.1	22.7	82.8	72.7	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	61	100	49.1	38.2	12.7	74.5	74.8	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	57	100	39.2	33.3	27.5	70.6	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	60	100	47.2	43.4	9.4	73.6	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	250	100	28.5	47.4	24.1	81.6	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	307	99.7	29	51.6	19.4	79.2	80.9	78.9	Yes	Yes
Gender										
Male	178	99.4	28.3	49.7	22	78	79.6	77	N/A	N/A
Female	129	100	30	54.2	15.8	80.8	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	59	100	3.8	55.8	40.4	98.1	87	87.2	Yes	Yes
African American	177	99.4	33.7	48.5	17.8	76.1	66.3	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	61	100	40	54.5	5.5	69.1	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	57	100	37.3	39.2	23.5	68.6	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	60	100	41.5	56.6	1.9	67.9	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	250	100	32.9	50	17.1	76.8	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	201	100	34.6	53.5	11.9	65.4	71.3	67.5
Gender								
Male	113	100	30.4	54.9	14.7	69.6	70.8	67
Female	88	100	39.8	51.8	8.4	60.2	71.8	68
Racial/Ethnic Group								
White	42	100	7.9	60.5	31.6	92.1	79.5	79.5
African American	116	100	39.8	51.9	8.3	60.2	53	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	37	100	48.5	48.5	3	51.5	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	32	100	37.9	24.1	37.9	62.1	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	35	100	N/AV	N/AV	N/AV	45.2	60.4	59.6
Socio-Economic Status								
Subsided meals	161	100	40.5	49.3	10.1	59.5	57.5	55.1

Social Studies								
All Students	203	100	29	53.2	17.7	71	75.7	72.3
Gender								
Male	118	100	29.2	50	20.8	70.8	75.1	71.5
Female	85	100	28.8	57.5	13.8	71.3	76.3	73.2
Racial/Ethnic Group								
White	36	100	12.1	51.5	36.4	87.9	81.7	80.7
African American	119	100	30.3	54.1	15.6	69.7	61.5	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	40	100	35.1	54.1	10.8	64.9	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	34	100	38.7	41.9	19.4	61.3	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	40	100	41.7	52.8	5.6	58.3	69	67.9
Socio-Economic Status								
Subsided meals	170	100	31	52.9	16.1	69	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	306	90.2	35.1	42.1	22.8	64.9	72.9	70.2	97.2	96.5
Gender										
Male	179	88.3	41.7	42.4	16	58.3	66.4	63.2	96.9	96.4
Female	127	92.9	27	41.7	31.3	73	79.7	77.5	97.5	96.5
Racial/Ethnic Group										
White	58	81	16.3	48.8	34.9	83.7	80.5	79.1	96.5	96.3
African American	179	91.1	35.7	41.6	22.7	64.3	57.1	57.6	97.3	96.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.2	97.6
Hispanic	60	98.3	47.3	40	12.7	52.7	61.3	62.6	97.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	57	47.4	80	16	4	20	28.4	26.1	96.3	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	58	98.3	50.9	37.7	11.3	49.1	60.5	61.2	97.5	97.2
Socio-Economic Status										
Subsidized meals	250	90.4	36.3	43.4	20.3	63.7	58.8	58.9	97.1	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	106	100	25	45.8	29.2	75
	4	100	100	27.2	48.9	23.9	72.8
	5	101	99	26.4	45.1	28.6	73.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	106	100	38.5	43.8	17.7	61.5
	4	100	100	25	62	13	75
	5	101	99	23.1	49.5	27.5	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	52	100	47.8	41.3	10.9	52.2
	4	99	100	35.9	54.3	9.8	64.1
	5	50	100	19.1	63.8	17	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	54	100	18	58	24	82
	4	99	100	29.7	53.8	16.5	70.3
	5	50	100	40	46.7	13.3	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	104	88.5	42	29.5	28.4	58
	4	102	93.1	34.8	44.9	20.2	65.2
	5	100	89	28	52.4	19.5	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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